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ABSTRACT

This brief report outlines several of the Kamehameha Early Education Program (KEEP) dissemination formats completed, underway, or planned. One of these, the workshop format, was tested in a training program of several days conducted at KEEP. The workshop was designed to teach teachers to use social reinforcement techniques to increase student motivation. A second dissemination format tested was intense long-distance consultation. This type of consultation involved visits by two KEEP staff members to the target school for periods of 2 to 3 days at regular intervals and three return visits by participating teachers from the target school for intensive work in the KEEP demonstration classroom. The resident-teacher format was the third dissemination format examined. This approach involved the development of a one-semester teacher training program for use with public school teachers who were brought into the KEEP demonstration school as full-time teaching staff. A final dissemination format examined was university instruction. In this approach, a brief but intense work-training session in the KEEP demonstration school was included as part of a university credit course for teachers. (JMB)

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Technical Report #22

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The Kamehameha Early Education Program

The Kamehameha Early Education Program (KEEP) is a research and development program of The Kamehameha Schools/Bernice P. Bishop Estate. The mission of KEEP is the development, demonstration, and dissemination of methods for improving the education of Hawaiian and Part-Hawaiian children. These activities are conducted at the Ka Na'i Pono Research and Demonstration School, and in public classrooms in cooperation with the State Department of Education. KEEP projects and activities involve many aspects of the educational process, including teacher training, curriculum development, and child motivation, language, and cognition. More detailed descriptions of KEEP's history and operations are presented in Technical Reports #1-4.

Abstract

The dissemination and consultation program is on schedule and running well, in spite of disappointments in staff turnover, and the comparatively short time available for this facet of the KEEP operation. There is every reason to believe that the Final Report will include reports on several formats, allowing comparative cost-benefit analyses. In addition, good work has been done in studying basic elements of consultation.

Beginning relations with the University of Hawaii have been established and the extraordinary successful operation with the DOE is a most encouraging support for the overall policy of the Kamehameha Schools and the Bishop Estate (KS/BE) which led to KEEP's establishment.

Technical Report #22

Consultation and Dissemination

Research Strategy: 1974

Roland G. Tharp Ronald Gallimore

Whatever discoveries are made by KEEP will be of ultimate value only if they are disseminated to others. A basic part of the KEEP goal is to design methods of imparting information in ways which will be useful to the public schools of Hawaii.

The dissemination process, during the first five years of KEEP, is the subject of research, rather than a major programmatic goal. That is, our primary goal is to test, in terms of cost-benefit, several methods which the Kamehameha Schools might adopt to influence public education practices in behalf of the Hawaiian child. During this process, services will be offered to the public schools, and it is our hope that they will be useful ones. However, a wide-scale service program is not the proper responsibility of KEEP at this time. Rather, our role is to carefully explore the best ways in which the Kamehameha Schools can eventually offer a truly effective service program.

The Goal Product

At the end of our five-year term of research, KEEP should offer the Schools and the Bishop Estate (KS/BE) a series of completed dissemination studies. Each study will cover a particular dissemination format: the format will be described and effectiveness data pre-

sented. Cost analyses will be performed for each. From this, the KS/BE will be in a position to make informed choices concerning program implementation.

Given this long-range goal, certain choices of strategy are dictated. For example, we must concentrate on dissemination formats which (1) have probablility of effectiveness; (2) are sufficiently varied to allow a wide range of experience; (3) allow the collection of hard effectiveness data; and (4) which allow rapid implementation, so that they may be reported no later than the end of the 1975-76 year. This means, therefore, that we can undertake no training or consultation programs at this time unless the participants allow the collections of relevant pre- and post-training data. It also means that we cannot study some forms of dissemination which may have great promise--such as TV tape training packages—because the materials production time is so great, that we would have no time left to test them. The KEEP program will not have completed all necessary research in the consultation area; the project life is too short for that.

Although the project term was for five years, the actual time available for dissemination research will have been only two and one-half; data analysis and report preparation will occupy the last six months of the project. Because dissemination had to await the development of KEEP findings which were firm enough to warrant it, the actual dissemination could not be begun earlier.

In spite of these restrictions, early data indicate that the series of dissemination studies will be most encouraging. The studies will be issued separately as Technical Reports as they are ready. The purpose of this paper is to outline the several formats completed,

underway, and planned.

The Workshop

This popular format has been one of the first to be tested. Six volunteer teachers from the Kalihi area participated in a training program, of several days duration, at KEEP. The topic was the development of social reinforcement techniques for the increase of student motivation.

Workshops are generally believed to build more enthusiasm than skill in the participants. We believe that the use of KEEP school facilities--a good training staff, videotape recordings, observation theater, etc.--makes this format more effective than previously supposed. Excellent data on the participants' pre-workshop teaching and their post-workshop teaching were collected. Preliminary analysis indicates that a genuine and lasting change was effected by the workshop, at a relatively low cost.

We were also much encouraged by the excellent cooperation afforded by the District Superintendent, the principals, and the teachers of Kalihi. As a pilot program, both KS and the DOE should be pleased with the potential for fruitful interaction.

A detailed Technical Report on this study is now almost complete.

Intense Long-Distance Consultation

A second pattern of consultation studied during the 1973-74 school year is one in which intensive services are offered to a school

in a remote area of a Neighbor Island. Two important operational features were studied here. First, the problems associated with distance itself, which are likely to require different procedures than when the consultation-school is located only a short drive from KEEP; and second, an intense pattern of consultation in which a full commitment of KEEP resources is made to a school, with goals open-ended.

The consultation-school was a small one on the Big Island, remote from airport or city, which serves a largely Hawaiian rural population. An enormous amount of data have been collected on this operation, and follow-up information is being gathered at this writing. A series of Technical Reports are in preparation. These data, analyzed thus far, indicate an extremely successful program.

It is interesting that the school personnel were primarily concerned with a low-level of academic achievement, and an apparent lack of motivation in the children, rather than in the disruptiveness and management problems often emphasized by Honolulu teachers. This is consistent with predictions from our early work (see Technical Report #1). Consultation centered on two foci: a reorganization of the classroom into center-tables, with an accompanying vitalization of curriculum materials; and, an increased emphasis on social reinforcement to foster work production rates.

The pattern of operation called for regular visits between the two institutions. Two of our staff members called on the school for periods of 2 or 3 days at regular intervals during the year; and the participating DOE teachers visited KEEP three times for intensive work in our demonstration classroom. Needless to say, this is an expen-

sive format. It is also a high-impact one; follow-up data indicate extensive and persistent changes in the participating teachers. Whether the cost-benefit ratio will be deemed favorable can only be judged when other format ratios are available and can be compared.

A very pleasing outcome of this study, however, cannot be gainsaid. A wealth of experience has been garnered by KEEP, and by the DOE, in patterns of sustained cooperation, even these conditions of working together in the same classroom. This is a major finding for us both, and one highly encouraging to overall KS/BE goals in the creation of KEEP.

RESEARCH IN THE BASIC ELEMENTS OF TEACHER TRAINING AND CONSULTATION

The final common pathway for all school improvement programs is the behavior of the individual classroom teacher. Thus, all dissemination and consultation can be viewed as efforts to effect constructive changes in the behavior of teachers.

We have always seen the training of our own KEEP teachers as a "laboratory" for developing means of training external teachers, as well. A series of Technical Reports, now available, details several procedures developed in our in-house training programs and which have been incorporated into both the Workshop and the Continuing-Intensive formats (see, especially, Technical Report #7, "Exploration in Teacher Training"). We attribute the success of our dissemination efforts to these techniques (guided participation, self-examination, data-training, etc.). However, we have not been in a position to assess their contributions, relative to one another, until this year. This will be

one of the goals of the next format to be discussed, that of the Resident-Teacher.

Resident-Teacher

One obviously attractive format for teacher training is to bring public school teachers into the KEEP Demonstration School as full-time teaching staff members, gradually progressing from "trainee" to becoming "consulting" teachers themselves after which they would return to their regular DOE assignments. If teachers of potentially great influence could be recruited, and if a one-semester format could be devised, this might be the strongest-impact format of all. An opportunity to test this format, at least indirectly, presented itself in fall of 1974.

This "opportunity" presented itself as a disaster: resignations and other personnel difficulties caused us to begin 1974-75 with half of our teachers as new recruits! We have retrieved benefit from this discouraging development by conducting the training of these new staff members "as if" they were teacher-trainees assigned to us for a one-semester period--in a sort of mock-up of the Resident-Teacher format. (Obviously, the motivations, loyalties, and expectations are not identical; these issues, in our analyses, will have to be extrapolated from other formats.) However, we have been able to organize a one-semester, strictly-sequenced program which is based on our earlier basic elements of work, and which will allow both effectiveness and cost analyses directly applicable to the Resident-Teacher format. Further, the research design allows for data on comparative effectiveness among several Basic Elements. Thus, this study will speak to both issues. A short research-design statement on this study is included below. It will be complete in December of 1974.

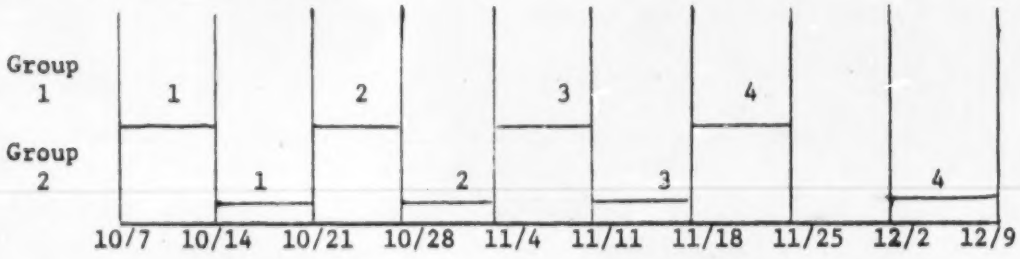
Outline of Teacher Training

Fall, 1974

Kim Sloat, Ph.D.

The basic training strategy is to present material and experiences to the teachers in a modular fashion, each module having its own goals and methodology. There will be 4 modules, each succeeding module representing a more intensive effort, presumably more demanding of professional time and effort. The effects of each module on teacher behavior will be assessed.

To facilitate assessment of training, the new teachers will be divided into two groups of 3 each. Each module will run for about one week. The first group will get the first module in week 1, while the second group gets nothing. In week 2, group 2 gets module 1, group 1 nothing. Data will be taken throughout for both groups. The tentative schedule is as follows:



The specific content of each module is yet to be established. The broad content areas are as follows:

Module 1 -- Didactic Training. This unit will be similar to a brief workshop for teachers in behavior management. It will run 1 or 2 hours per day for about a week. It will include reading, films (hopefully), discussion, videotape. The goal is to impart the principles of

operant conditioning. There will be an introduction to data collection, with a short term project (no intervention); e.g., identifying a particular behavior and tracking it for a day or two.

Module 2 -- Discrimination/Observation Training. A second major component of effective management (after knowing what to do, at least in theory) is knowing when and how to use the techniques. Partly this involves discriminating the relevant student behaviors, and partly knowing appropriate responses. This module will focus on these discriminations. Videotape will be used to a large extent--tapes modelling specific behaviors, tapes which the teachers will code, tapes presenting a series of student behaviors which the teachers must respond to (in writing).

Module 3 -- Practice with Delayed Feedback. This module is micro teaching. Each teacher will teach a lesson each day which will be videotaped. One group will view the tape with a consultant (another teacher) who will guide the self-examination, providing reinforcement, observations, etc. The other group will view their tapes according to a guide; for instance, they will score their behavior, set specific behavioral goals for the next lesson. Thus, two questions are explored: (1) the effect of self-examination (SE), and (2) differential effect of self-guided vs other-guided SE.

Module 4 -- Practice Immediate Feedback. For at least one 15-minute session a day, the teacher will be prompted and reinforced via a "bug-in-the-ear" type system. The prompter (possibly another teacher) will provide cues, praise appropriate behavior, and the like.

University Instruction

Most teaching of teachers is done by Colleges of Education. To the extent that KEEP develops knowledge of value to the education of Hawaiian-American children, it is essential that this knowledge become part of the training of the young State of Hawaii teachers.

We have approached this issue very slowly, and even gingerly. We have not wished to join the issue with the University until there was sufficient KEEP content to justify it. Also, as part of our general research orientation, we want to first test for effectiveness any proposed large scale operation.

We have now negotiated a first step in this enterprise, to be conducted in the Spring of 1975. It is an appropriately modest beginning, but it does meet our overall criteria of assessment availability. We have arranged, through an outstanding Hilo campus instructor, to include as part of a University credit course for Big Island teachers, a brief, but intense, work-training session in the KEEP Demonstration School. These sessions will be made up of Basic Elements developed and tested in other formats. Pre- and post-measures will allow us to judge the contribution, if any, of KEEP training to that already provided by an excellent college course which includes the usual lectures and practical assignments. If the impact is strong, we will expand the exploration of University-KEEP cooperation along these patterns. If impact is not significant, we will probably explore different patterns of University dissemination, perhaps directly to the faculty, through visits, exchanges of papers, etc. This study will be completed in Spring, 1975, and the analysis should be complete in time for the KEEP Final Report.

Other Formats

We intend to test other formats as well, although no other studies are firmly designed and negotiated at this writing. Among those of interest are trouble-shooting (in which KEEP consultants will offer services with individual problem children as the focus), and some modification of the Continuing-Intensive format which would test the degree to which direct contact can be supplanted by phone and mail exchanges, thus reducing the cost. Several other formats are under discussion, but it would be premature to report them at this time.

Summary of Current Position

The dissemination and consultation program is on schedule and running well, in spite of disappointments in staff turnover and the comparatively short time available for this facet of the KEEP operation. There is every reason to believe that the Final Report will include reports on several formats, allowing comparative cost-benefit analyses. In addition, good work has been done in studying Basic Elements of consultation.

Beginning relations with the University have been established, and the extraordinary successful operation with the DOE is a most encouraging support for the overall policy of the Kamahameha Schools and the Bishop Estate which led to KEEP's establishment.